

Cedar Crest College
ANT 210 (3 credits)
Introduction to Archaeology
Tuesday & Thursday 5:30-6:45pm
Fall 2009

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COURSE DESCRIPTION:

Buried treasure, lost civilizations, Indiana Jones. Archaeology is very exciting but perhaps in different ways than many people believe. This course offers a fundamental introduction to the field of archaeology. Explore the history, theory, and methods of the field of archaeology and the analysis used to reconstruct our human past. Of particular focus is archaeology as a science and the impact of archaeological discourse and research in contemporary society. Content will be addressed through lectures, discussions, multi-media presentations, and field experiences.

COURSE OBJECTIVES:

- Students will be able to demonstrate a working knowledge of archaeological terms, methods, theory, and the critical thinking skills necessary for excavation, analysis and interpretation.
- Understand the history of the field and current theory in relationship to how we have come to understand and interpret the past.
- Understand the scientific method as the foundation of archaeology as a science and its essential role in archaeological investigations.
- Be able to discuss the significance archaeological research and its relevance to today's society.
- Recognize the impact of archaeological interpretation within our society and how it contributes to and shapes our cultural and national identities.
- Critically discuss ethics and responsibility in the field and how it affects research, interpretation, and preservation.
- Begin to recognize one's own ethics and values in relationship to social sciences.
- Understand the contexts of the diversity of the development of human society and the underlying similarities of the human experience.
- Critically discuss controversial issues and current topics in archaeology including issues of race, gender, and politics.
- Understand the impact archaeological interpretation has on our society and how it has shaped our national identity.

COURSE OUTCOMES:

- Students will demonstrate critical thinking skills and qualitative reasoning ability through the completion of in class archaeological projects and fieldwork.
- Students will demonstrate critical thinking skills and qualitative reasoning ability through analyzing and interpreting evidence from recent archaeological discoveries.
- Students will demonstrate critical thinking skills and qualitative reasoning ability through participation in archaeological excavation and completing website critiques.
- Students will demonstrate critical thinking skills and qualitative reasoning ability through in-class discussion of controversial theories, issues and ethics.
- Students will engage in scientific reasoning through formulating hypotheses, data collection, and analysis in order to successfully complete an archaeological excavation.
- Students will engage in scientific reasoning through a participation in research, methods, and analysis, and interpretation of data from the excavation site.
- Students will engage in scientific reasoning through analysis of controversial issues and theories in archaeology, their validity based on scientific evidence available, and how that evidence is used and interpreted in specific cases.

ASSESSMENT:

Midterm exam	30%
Papers (2)	30%
Fieldwork	10%
Final Paper	30%

MATERIALS:

Textbooks required:

Price, Douglas T. *Principles of Archaeology*. McGraw-Hill 2007

Hasten, Linda L (Ed). *Annual Editions: Archaeology (Eighth Edition)*. Dubuque, IA: McGraw-Hill, 2007

ASSIGNMENTS:

Content will be covered through lecture, presentations, discussion, research, simulations, and field trips. Assigned readings and homework must be done in advance as lecture, discussion, and other activities will require this background information. In addition, lectures and other projects will include additional information and small group activities that are not found in your textbooks; therefore, attendance and notetaking will be extremely important for successful completion of the course. The class is structured in such a way that there are many, ongoing opportunities to improve your grade.

Field Experiences:

Several consecutive fieldwork excavations are scheduled on Sundays in September and October at Joanna Furnace in Geigertown, PA. You are **required to attend the first three** but may elect to attend up to 7 field experiences. This part of the course will require minimal financial consideration on your part. Please see addendum to syllabus for further details.

CLASS POLICIES and STUDENT RESPONSIBILITIES:

- Consistent attendance is necessary. Two or more absences will have a significant impact on your final grade.
- Failure to participate in the four (4) mandatory field experiences will result in failure of the course.
- Failure to participate in class discussions or failure to complete in-class assignments will have a significant impact on your final grade.
- NO make-up exams are allowed without a doctor's excuse or other documentation from Student Affairs or Academic Services.
- If you have a disability that you would like to have documented in compliance with the ADA, please see the Disabilities Coordinator in Academic Services x4462.
- I fully support the Cedar Crest College Honor Code and the Classroom Protocol code as stated in the Customs Book including the Plagiarism Statement.

Academic Approach:

This is an academic course that will be taught on the basic premise of Western science. This approach assumes scientific objectivity that would be expected in any hard science, social science, or humanities class. Perspectives from a religious or other cultural ideology are outside this approach and are not part of the course. Any student having difficulty with this approach should contact the instructor at the earliest possible point in the course.

My pedagogical approach to teaching is holistic in nature. The syllabus is a general guideline for the topics that will be covered during the semester and can be altered at any time to reflect the interest and direction of the class and instructor. Grades will be given for assignments, but attendance and participation as well as overall improvement can significantly enhance or detract from your grade.

Fieldwork Part II Dates & Responsibilities

SUNDAYS:

September 13 (festival/optional), 20, 27 & Oct. 4 (mandatory)

October 11 (optional during break for those interested)

October 18, 25 (highly recommended and/or rain dates)

- The first three field experiences are mandatory. The first day will consist of site tour and field training. You will work with a pit partner in your own excavation unit for the other three Sundays. Attending the mandatory field experiences is expected in lieu of the last six class periods. Please see course schedule for dates.
- October 11th happens during fall break. I will be digging that day and transportation is available for anyone interested. Attendance will be counted as extra credit.
- October 18, 25: Attendance these days will be accepted in lieu of a final paper.

****If you attend all field days, the fieldwork portion of the course assessment will become 40% of your final grade as the final paper requirement will be dropped.**

Introduction to Archaeology Fieldwork & Digpack

We have up to 7 field experiences scheduled at Joanna Furnace, an industrial archaeological site run by the Hay Creek Historical Association. Please check out their website for required background readings <http://www.haycreek.org> . We will be participating in excavations and possible artifact analysis and cataloguing with trained volunteers including a professional archaeologist and an avocational archaeologist who have been involved with the site for over 20 years and have up to 40 years experience in archaeology. Joanna Furnace is the only archaeological site in Pennsylvania that is open to the public to train volunteers for excavation. You will have a few responsibilities including what to wear, what to do, and what to bring. Transportation is provided.

What to wear: Be prepared to get dirty!

Jeans/khakis

T-shirt (long-sleeves help with cold and bugs)

Work boots (you can buy women's work boots at Wal-Mart)

Hat (sun protection)

Gloves (garden gloves, work gloves, or rubber gloves)

Sunscreen

Bug spray

Sunglasses

What to bring: DIGPACK

Old backpack

Trowel(s) (available at any hardware store)

Dustpan & brush

Old paintbrush

Dental picks or other various small tools (optional)

Notebook

Pencils, pens,

*Water, H₂O, liquid hydration, snacks, lunch

*First aid kit

What to do:

Read background information on Joanna Furnace and industrial archaeology (website below). Listen, learn, and follow instructions from lead archaeologists and other volunteers. Ask questions first!! Don't assume anything. Remember: archaeology = destruction. Mistakes are permanent.

<http://www.haycreek.org>

***You will be graded on the quality of your preparation and participation. Those who successfully participate will earn an 'A' for this portion of the final grade.*

Introduction to Archaeology Excavation Reflection Journal

Summarize your experience and findings at the Joanna Furnace site. Use your field notebook to record daily activities, information, and thoughts about the dig. What was the most significant thing you learned about excavation or archaeology from participating in the field experiences at Joanna Furnace? What kind of understanding or generalizations have you come away with? What interesting or surprising facts did you learn from the Joanna Furnace site? How do you feel this experience contributed to your knowledge and understanding of archaeology? Feel free to include any additional insights you may have. **(2 pages minimum.)**

**You will be graded on effort, thoughtfulness, and writing conventions, not your opinions or conclusions.*

Introduction to Archaeology Website Evaluation Project

This is a two-part paper comparing two different kinds of websites about archaeology. The goal here is to develop your critical thinking skills as it applies to online sources of information. For the first section, choose any random website that typically pops up on a Google search for something related to archaeology. Make a case to determine whether or not the website is credible and why. In the second section, choose a scholarly website and analyze it for evidence that leads you to conclude the information contained therein is accurate and credible. How did you draw your conclusions? Use what you have learned in lecture, readings, and on site to help you make this determination.

1. Evaluate a second website of your choice that is not obviously connected to any professional archaeologists or professional associations, perhaps a website that you might have chosen for information before taking this class. Give a description of and critique the website and its content. What is its origin and context? Where does the website get its information? How do you know if the content is accurate? Is there any misleading information or misinformation? Does the site refer to any professional or ethical considerations such as preservation, science, academic interpretation? Based on your evaluation, how do you think this site contributes or detracts from the contemporary mission of archaeology of social awareness, public responsibility, and professional ethics? Please add any additional insights and include the active URL **(1-2-pages)**.
2. Evaluate one website on an archaeological excavations or research project (NOT professional associations or journals). Compare the information on this site to what is being learned in class. Write a 2-page evaluation for the website addressing the following: origin of the website, intended audience, research goals, and/or theoretical perspectives. How do you know if the content is accurate? Does the site refer to any professional or ethical considerations such as preservation, science, academic interpretation? Based on your evaluation, how do you think this site contributes or detracts from the contemporary mission of archaeology of social awareness, public responsibility, and professional ethics? Does the site reflect any content you have learned so far in class? Of course, include the active URL. **(1-2 pages)**

***You will be graded on the quality of your critical thinking, analysis, degree to which criteria of assignment are met, and college level writing conventions.*

ANT 210 Introduction to Archaeology 2009
Tentative Course Schedule (Please do reading before each class)

Week 1

Aug 25 Course Overview. Introduction to Archaeology
Read: Price 1, 2

Aug 27 Not So Glamorous History of Archaeology.
Read: Price 3
Article: 1 « The Aweful Truth About Archaeology »

Week 2

Sept 1 What do we want to know?
Read: Price 4
Article: 16 « The Maya Collapses »

Sept 3 Archaeological Record
Read: Price 5
Article: 21 « Simulating Ancient Societies »

Week 3

Sept 8 Methods: How do we dig?
Read: Price 6
DIG PACK DUE

Sept 10 Industrial/Historical Archaeology
Read: Articles distributed in class and website for Joanna Furnace
Article: 2 “Distinguished Lecture in Archaeology”

Week 4

Sept 15 Classification & Seriation
Read: Price 7
Article: 18 « High-Tech Digging »

Sept 17 In class project: Discovering Sites (Price p171)

Week 5

Sept 22 Dating Techniques
Read: Price 8
Article: 19 «A Wasp’s-Nest Clock »
Sept 24 Project: A Room in the Pueblo (Price p121)

Week 6

Sept 29 **Artifact Analysis: Lithics**
Read: Price 9, 10

Oct 1 Artifact Analysis: Ceramics
Read: Price 11

Week 7

Oct 6 Classification, Seriation cont’d

Oct 8 Guest Speaker: Flintknapping with Dr. Allen Richardson

Week 8

Oct 13 **BREAK**

Oct 15 In class activity: Exam Review / Scholastic Scrimmage

Week 9

Oct 20 **MIDTERM EXAM**

Oct 22 Skeletal Analysis

Read: Price 14

Articles : 10 « Archaeologists Rediscover Cannibalism »

20 « Profile of an Anthropologist : No Bone Unturned »

Week 10

Oct 27 In class project: Mortuary analysis (Price pp. 407-412)

Oct 29 North American Archaeology

Read : Price Appendix 1

Articles : 8 « Who's on First? »

31 « Last Word on Kennewick Man ? »

Week 11

Nov 3 **Video: Americas First Explorers**
DUE: Reflection Paper

Nov 5 Theory & Interpretation

Read: Price Chapter 16

Articles : 36 « Earth Movers »

DUE: Website Evaluation Paper.

Week 12

Nov 10 Ethics & Responsibilities
Video- *Science V. Sacrilege*
Read: Price Chapter 17

Nov 12 Ethics & Responsibilities

Articles: 7 « The Littlest Human »

32 « Guardians of the Dead »

In class activity: ETHICS DEBATE (NAGPRA and Price pp.500-501)

Week 13

Nov 17 **Working day: No class**

Nov 19 **Working day: No class**

Week 14

Nov 24

Working day: No class

Nov 26

BREAK

Week 15

Dec 1

Working day: No class

Dec 3

DUE: Final Paper